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**MODULE 1 – SETTING
THE STAGE – ACT PLUS
WRITING TEST**

TEACHER RESOURCES TO PREPARE /
UNDERSTAND . . . ACT PLUS WRITING TEST



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Learn about the ACT College Readiness Standards

Explore 2 resources available on www.act.org


- <http://www.act.org/standard/planact/writing/index.html>
- <http://act.org/standard/>

Consider how the ACT Plus Writing Test might impact your writing program

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WHAT IS COLLEGE READINESS?

College Readiness is the level of preparation a student needs to be equipped to **enroll and succeed without remediation-in a credit-bearing first-year course** at a two-year or four-year institution, trade school, or technical school.




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COLLEGE READINESS = CAREER READINESS
A right of ALL students

Jobs that:

- Require at least a high school diploma
- Pay a salary above the poverty line
- Provide the potential for career advancement
- Projected to grow in the next five to ten years



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College Readiness Standards™
Help interpret the meaning of ACT scores.
Identify the knowledge and skills students are likely to demonstrate at various score ranges on each academic test.



<http://act.org/standards>

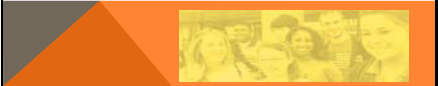


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THE WRITING TEST
30 minute essay test with a single prompt question

- ✓ Expressing judgments
- ✓ Focusing on the topic
- ✓ Developing a position
- ✓ Organizing ideas
- ✓ Using language





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Expressing Judgments	Score Range 3-4	Score Range 5-6	Score Range 7-8	Score Range 9-10	Score Range 11-12
	Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt.	Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position.	Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt.	Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a brief context for discussion.	Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
	Show limited recognition of the complexity of the issue in the prompt.	Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position.	Show some recognition of the complexity of the issue in the prompt by acknowledging counterarguments to the writer's position and/or responding to counterarguments to the writer's position.	Show recognition of the complexity of the issue in the prompt by evaluating different implications and/or complications of the issue, and/or posing and partially responding to counterarguments to the writer's position.	Show understanding of the complexity of the issue in the prompt by evaluating different perspectives, and/or evaluating implications or complications of the issue, and/or posing and fully discussing counterarguments to the writer's position.

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SCORE RANGE 3-4	
Expressing Judgments	Score Range 3-4
	Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt.
	Show limited recognition of the complexity of the issue in the prompt.

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SCORE RANGE 3-4	
Focusing on the Topic	Score Range 3-4
	Maintain a focus on the general topic in the prompt through most of the essay.

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SCORE RANGE	
3-4	
Developing a Position	Score Range
	3-4
	Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas
	Show little or no movement between general and specific ideas and examples

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SCORE RANGE	
3-4	
Organizing Ideas	Score Range
	3-4
	Provide a discernible organization with some logical grouping of ideas in parts of the essay
	Use a few simple and obvious transitions
	Present a discernible, though minimally developed, introduction and conclusion

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SCORE RANGE	
3-4	
Using Language	Score Range
	3-4
	Show limited control of language by <ul style="list-style-type: none">▪ correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding▪ using simple vocabulary▪ using simple sentence structure

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IDEAS FOR PROGRESS

SCORE RANGE

3-4

EXPRESSING JUDGMENTS

- Generate a list of issues, then practice restating them clearly and precisely with original wording
- Practice generating possible positions on an issue
- Identify and discuss reasons for selecting one position on an issue over others
- Choose a position on an issue and state it clearly

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TO CONTINUE YOUR LEARNING

www.act.org

<http://www.act.org/standard/planact/writing/index.html>

<http://www.act.org/standard/planact/writing/p3.html>
